



## ***Performance Report***

### ***Performance Period April 2004 – June 2004***

## **Introduction**

Throughout this period the Department of Education continued to monitor performance and review practices and procedures necessary to sustain system infrastructure and performance necessary to meet the needs of students requiring educational and mental health supports. The Department uses a dynamic management process to assist in administrative decision-making that directs the application of resources, fiscal and human, to achieve high levels of student achievement. This process relies on data collected through multiple means to provide current information on system infrastructure and performance. During this quarter, the Department continued to refine data collection and analysis processes down to the school level to improve system responsiveness and to provide a clearer picture of system performance.

This report covers the Fourth Quarter, April 2004 through June 2004, of School Year 2003-2004. It is the seventh quarter under the Felix Consent Decree “Sustainability Period”, and the second of five quarterly reports referred to in the Stipulation for Step-Down Plan and Termination of the Revised Consent Decree filed in April 2004.

## **Infrastructure**

The Comprehensive Student Support System (CSSS) continues to provide the requisite infrastructure for the provision of programs necessary to provide educational, social, and emotional supports and services to all students, affording them an opportunity to benefit from instructional programs designed to achieve program goals and standards. EDN150 allocations contain those resources, (fiscal, human, material, procedural, and technological) important to the provision of appropriate supports and services to students within the Felix Class. The objective of EDN150 programs are to maintain a system of student supports so that any student requiring individualized support, temporary or longer term, has timely access to those supports and services requisite to meaningful achievement of academic goals.

The next segments of this section contain elements of the CSSS infrastructure determined to be essential to the functioning of a support system constituting an adequate system of care. During the course of the Felix Consent Decree, the Department has routinely provided progress reports addressing the availability of qualified staff, funding, and an information management system (ISPED) as a means to provide information germane to assessing system capacity to provide a comprehensive student support system.

## **Population Characteristics**

The Department provides educational supports and services within CSSS levels 4 and 5 to approximately 14.8% of the total student enrollment with 13.3% of the entire student

enrollment being eligible for special education services.. These educational supports and services are documented in Individualized Education Plans (IEP) or 504 Modification Plans (MP). Students receiving educational services through the Individuals with Disabilities Education Act (IDEA) must first be determined to have a disability and, due to the disability, be in need of specialized instruction. Section 504 students: 1) must have a physical or mental impairment, which substantially limits one or more major life activities, have a record of such impairment; or be regarded as having such impairment, and be in need of modifications or supports to benefit from instruction. Of those students requiring CSSS supports in levels 4 and 89% (5, 23,147) are IDEA eligible and 11% (2,745) are eligible under Section 504.

Enrollment numbers in the table below are from the month of June and represent changes due to graduations, student transfers, and other reasons for exiting school at the end of the school year. Table 1 of this section delineates change in the last two report periods of the number and relative percentage by IDEA eligibility category. There was a net decrease of 713 students eligible for and receiving IDEA services during this period. A decrease of students at the end of the 4<sup>th</sup> quarter is consistent with historical trends.

Table 1: Change in Number and Relative Percentage of Students Eligible for Special Education;  
12/02 – 12/03

Disability	12/30/03		3/30/04		6/30/04	
			#	%	#	%
Mental Retardation	2,009	8.5	2,116	8.8	1,866	8%
Hearing Impairment	317	1.3	321	1.3	305	1.3%
Speech/language Impairment	1,449	6.1	1,408	5.9	1,318	5.7%
Other Health Impairment	2,305	9.8	2,367	9.9	2,402	10%
Specific Learning Disability	10,252	43.5	10,422	43.7	10,022	43%
Deaf-Blindness	6	.02	6	.02	6	.02%
Multiple Disabilities	389	1.6	389	1.6	399	1.7%
Autism	788	3.3	825	3.4	859	1.1%
Traumatic Brain Injury	78	.3	79	.3	76	.3%
Developmental Delay	2,719	11.5	2,757	11.6	2,805	12%
Visual Impairment	77	.33	75	.3	70	.3%
Emotional Disturbance	2,943	12.5	2,920	12.2	2,762	12%
Orthopedic Impairment	112	.47	115	.48	110	.5%
<b>TOTAL</b>	<b>23,596</b>		<b>23,860</b>		<b>23,147</b>	

There was a slight increase in the number of students receiving educational supports and services while also requiring related services to address social, emotional, or behavioral needs in order to make meaningful progress on goals identified in their IEP or MP from approximately 28% to 32% of the IEPs/Mps. At the end of this report period, 79% (5,816) of those students were IDEA eligible while the remaining were 504 eligible. Over 4.3% of the total student enrollment require educational and related services to address educational and social, emotional, or behavioral needs in the educational arena, while over 16% of the entire student enrollment received some type of SBBH supports during this quarter.

Services provided to these students fall in two broad categories: School Based Behavioral Health (SBBH) Services and services to students with Autism Spectrum Disorder (ASD). While the determination of need for and type of SBBH or ASD service necessary for any

individual student to benefit from their educational plan is made by a team during the development of the plan, guidelines regarding the provision of these services are in the joint DOE and DOH Interagency Performance Standards and Practice Guidelines.

*(134) The system must continue to hire and retain qualified teachers and other therapeutic personnel necessary to educate and serve children consistently*

*(Revised Felix consent Decree, July 1, 2000, page 20)*

### Qualified Staff

Qualified staff providing instructional and related services are the lynchpin of appropriate educational and related services for students with disabilities, for they are the ones with expertise and training in curriculum, instruction, and knowledge of the impact of the student's disability on the learning process. They, in conjunction with parents and others, develop and implement appropriate interventions designed to meet the unique needs of students.

The following staffing goals are evidence that there are sufficient qualified teachers evenly distributed across the state to ensure timely access to specialized instruction for students and professional support to those providing educational and related services and supports to students with disabilities.

#### *Infrastructure Goal #1: Qualified teachers will fill 90% of the special education teacher positions in classrooms.*

The percent of qualified special education teachers provides an important measure of the overall availability of special education instructional knowledge available to support student achievement. Even with the increasing need for special education classroom teachers brought about by increased numbers of eligible students, the Department continues to meet this infrastructure goal.

At the end of this report period, there were 2,060 special education teaching positions. The 1,843.5 qualified special education teachers comprise (90%) of those teachers in special education classrooms. A slight decrease in the number is similar to the 4<sup>th</sup> Quarter last year. This is an increase of 55 qualified special education teachers over the same quarter last year and 67 since the beginning of the Felix Consent Decree "Sustainability Period."

	12/02	3/03	12/03	3/04	6/04
Allocated Positions	1,970.5	2,001	2,058	2,060	2,060
Filled Positions	1,924.5	1,947.5	2,017	2,024	2,009
Qualified Teachers	1,774.5	1,786.5	1,856	1,855.5	1,843.5
Percent Qualified Teachers	90.1%	89.3%	90.2%	90.1%	89.5%

The Department continues to employ 136 teachers through the contract with Columbus, an decrease of 5 over last quarter. As projected, this is a decrease from the 195 teachers contracted through Columbus last year.

*Infrastructure Goal #2: 95% of the schools will have 75% or greater qualified teachers in special education classrooms.*

A previous benchmark set forth the target of no school with less than 75% qualified teachers in the classroom. In order to meet this goal, schools requiring less than four (4) special education teacher positions, 28% (72) of the schools, would be required to have all (100%) of the placed special education teachers qualified. The Department has determined a practical goal is 95% of all schools will 75% or greater qualified special education classroom teachers.

This measure provides information regarding the availability of special education knowledge and expertise to assist with day-to-day instructional and program decision making in support of special needs students. Meeting this goal is complicated due to the number of schools with few, two or less, full-time positions and half-time (0.5 FTE) positions. Again, the departure of teachers at the end of the school year is not new but has lowered the overall percent of schools with greater than 75% staffing at the end of this quarter resulting in the Department falling just short of meeting this goal. As can be seen from the table below, the number of schools with less than 75% qualified staff is similar to June 2003.

	12/02	12/03	6/03	3/04	6/04
Number of schools with < 75%	22	15	21	16	21
Percent of schools with >75%	91.5%	94.2%	92%	94%	92%

The decreased number of schools with less than 75% qualified staff over the past year illustrates the Department's ability to place qualified staff hired at the beginning of the school year, in schools where their knowledge and skills will provide the greatest benefit to students. Directives and monitoring of teacher contracts and filling of vacant positions for the upcoming school year by Personnel Resource Officers, PROs, has positively impacted this infrastructure goal.

*Infrastructure Goal #3: 85% of the complexes will have greater than 85% or greater qualified teachers in special education classrooms.*

This measure helps illustrate the distribution of special education instructional expertise throughout the state. The prevalence of qualified staff throughout a complex is an indicator of the degree of support available to school staff and the continuity of instructional quality over time for students. For example, the impact of less than 75% qualified staff in a school within a complex with all other schools fully staffed is far less than if all schools in the complex had less than 75% qualified staff. Therefore, the Department has added this measure as an internal infrastructure indicator for monitoring.

	6/02	12/03	6/03	3/04	6/04
Number of complexes with over 85% qualified special education teachers	26	36	30	37	33
Percent of complexes with over 85% qualified special education teachers	72%	88%	73%	90%	80%

As can be seen from the table on the previous page, while the number of complexes with greater than 85% qualified staff declined this quarter, it is significantly better than the 4<sup>th</sup> Quarter of SY03-04. At the end of this quarter there were 33 complexes with greater than 85% qualified staff. This is below the goal of 85% of the complexes meeting this target.

*Infrastructure Goal #4: 95% of all Educational Assistant positions will be filled.*

Educational Assistants (EAs) provide valuable support to special education teachers and students throughout the school day and in all instructional settings. Since SY 01-02 the EA allocation ratio is 1:1 with the Special Education Teacher allocation. The 100% increase in positions exacerbated a problematic personnel recruitment process, namely recruiting and employing EAs through the Department of Human Resources Development (DHRD). The Department has added this infrastructure goal to monitor the employment rate of EAs.

At the end of SY03-04 there were 2,371 EA positions with 2,041 (86%) filled. The goal of 95% of EA positions filled was not met, although substantial progress has been made in meeting the target. As can be seen from the table below, the number of established EA positions and the number of filled EA positions have increased since September 2002.

EA Positions*	9/02	1/03	6/03	9/03	12/03	3/04	6/04
Established Positions	2,104	2,075	2,043	2,316	2,385	2,070	2,371
Filled Positions	1,701	1,709	1,818	2,016	2,005	1,863	2,041

\* The actual number of EA positions equals or exceeds the number of allocated special education teacher positions because EA positions may be reconfigured in order to maximize support availability during the time students are in class.

Analysis of the recruitment and retention of paraprofessional educators has shown that meeting this target in the immediate future will be a challenge for the Department. The goal of recruiting and retaining a highly qualified workforce requires the existence of a preservice training infrastructure and adequate compensation schedules; the Department either shares authority or is dependent upon another state agency in each of these areas. The traditional pool of paraprofessionals does not currently possess the requisite preservice training while those that do are able to find positions with more desirable compensation plans and are unavailable to the Department.

Therefore the Department has embarked on a training program that will provide newly hired employees with sufficient training to meet the goal of a highly qualified workforce. This is a several year project. To address the immediate needs, OHR has identified those complexes and PROs experiencing difficulties in hiring and is providing targeted assistance.

*HDOE will maintain sufficient SBBH staff to serve students in need of such services*

*Infrastructure Goal #5: 75% of the School-Based Behavioral Health professional positions are filled.*

Since December 2000, the Department has maintained that the use of an employee-based approach to provide School Based Behavioral Health (SBBH) services provides

greater accessibility and responsiveness to emerging student needs. While it is anticipated that some degree of services will always be purchased through contracts due to uniqueness of student need and unanticipated workload increases, day-to-day procedures presume the availability of staff. Early planning anticipated a two to three year phase to reach the point at which employees would do 80% of the SBBH workload. Performance Goal #13 addresses the relative percent of work done by DOE employees and contracted providers.

The early use of exempt from civil service employees within SBBH dramatically exceeded initial expectations for the recruitment and retention of SBBH employees. Last year the conversion of “exempt” positions to civil service positions caused staff turnovers that challenged program managers to maintain services without disruptions. Special studies by the Department and the Felix Court Monitor were conducted to determine if a significantly lower number of actual employees jeopardized the delivery of services to students as envisioned by the SBBH Program Model. Both studies determined that active monitoring and proactive problem solving by SBBH Program Coordinators provided continuous services to students, even though the SBBH system continued to rely more heavily on contracted services than intended.

There are now 301 SBBH Specialist positions and 45 clinical psychologist positions. This number changes due to flexibility built into the SBBH funding structure that allows complex decisions regarding staffing. This Infrastructure Goal is met as 80% of all SBBH Specialist positions are currently filled. Almost that many clinical psychologist positions (78%) are filled at this time. There are 241 DOE SBBH Specialists providing services to students in schools as opposed to SBBH “Therapists” (223) in June 2002.

The Officer of Human Resources in cooperation with the Department of Human Resource Development is finalizing entry-level positions to increase the potential applicant pool. These positions will require greater on-the-job training and supervision and will acquire the necessary knowledge and skills through training.

*Infrastructure Goal #6: 80% of the identified program specialist positions are filled.*

This Infrastructure Goal is directly attributable to a previously established Felix Consent Decree benchmark based upon a determination by the Court Monitor that in 2000 the Department did not have sufficient program expertise in several areas. Recruiting and retaining leadership for these key program areas has been an ongoing challenge for the Department. The lack of in state programs providing terminal degrees, coupled with geographic isolation from institutes of higher education and recruitment constraints regarding pay based on experience earned in other systems, has made it very difficult for the Department to hire program specialists capable of providing important leadership.

Increased levels of knowledge and skills possessed by Department staff and contractors has changed the type of expertise necessary to continue to foster system growth and improved performance. The system now requires experienced administrators, supervisors, and trainers of discrete intervention skills.

At the present time four (4) of the identified program specialist positions are filled consistent with agreements made with Plaintiff Attorneys regarding the



aforementioned changing needs of the Department. Based on these numbers, this infrastructure measure is met.

And, although the Department continues to recruit a program specialist in the area of Autism Spectrum Disorder with recognizable program and administrative skills necessary to provide clear guidance to school communities and professionals. A series of technical assistance contracts are in place to assist service providers.

### Integrated Information Management System - ISPED

The need for an information management system to provide relevant data for analysis and decision-making is an important component of the infrastructure necessary to sustain high levels of system performance in the area of supports and services to students in need of such services. This information provides the basis for resource allocation, program evaluation, and system improvement.

Meaningful measurement of ISPED will provide specific information regarding the following: 1) ISPED data accuracy, 2) ISPED role in important management decisions, and 3) ISPED use by DOE administrators, CASs and principals.

#### *Infrastructure Goal #7:*

- a) 99% of special education and section 504 students are in ISPED,*
- b) 95% of IEPs are current, and*
- c) 95% of the IEPs are marked complete.*

The utility of ISPED as an information management system lies in the ability to provide a wide variety of users information that improves their productivity. Whether the information is unique student specific information used in program development or aggregate information used for planning purposes, accuracy and completeness is necessary. The three components embedded in Infrastructure Goal #7, when achieved and maintained, will give users confidence that accessed information will assist in good decision-making.

At this time 98% of all students eligible for special education and related services are registered in the ISPED system. During the last 15 months the percentage has ranged from 99% to 97%. Fluctuations are due to time lags in registering newly identified or recently enrolled students.

IEP Status	6/02	6/03	12/03	3/04	6/04
% Current IEPS in ISEP	74%	97%	99%	98%	98%
% IEPS marked "Complete"	62%	90%	94%	91%	89%

#### **ISPED Status and Capacity Development Actions:**

Users have become dependent on ISPED and report that with information "at our fingertips" it has greatly improved monitoring student progress, timely

service delivery, and more efficient, collaborative and effective decision making based on current and comprehensive data.

User feedback continues to be the impetus for ISPED system enhancements, however, to minimize confusion to the users, system refreshes are more carefully planned and limited to no more than two per school year.

In June 2004, the following two changes were implemented.

Mark Complete Feature – As was changed in the IEP module last July 2003, users are now able to edit documents in the Eligibility module that were previously marked complete. This should result in users correcting specific errors rather than having to delete and revise families of documents.

IEP Printing – The printing format of the IEP was changed from a PDF to a HTML format, eradicating and minimizing the limitations of a PDF form. The IEP will now print variable text, without overflow to an appendix page for a cleaner, more consistent look.

Progress Reports - Another problematic area reported by users is the printing of the Progress Reports. ISPED currently prints one comment per page, so with multiple comments, this is sometimes considered a “paper waste”. This is undergoing a redesign, and will be released with improvements in Fall 2004.

Relational Archive – Another change in planning and discussions for some time is the migration of ISPED’s archived data to a Relational Database Management System. Though the enhancement will not impact the user interface to ISPED, it does represent the first step toward migrating from the Domino architecture to a more scalable and robust platform. This upgrade will allow for overall improvements in system performance, stability, server maintenance, and the capacity to hold larger amounts of data. This enhancement is also scheduled for a Fall 2004 release.

Laptop Refresh – The Dell laptops that were deployed to all classroom special education teachers in 2001 to support the implementation of ISPED went out of warranty in March 2004. To insure the proper tools are available to sustain data entry to ISPED and support classroom instruction and services, all special education teachers (including Pre-School, Transition, and those at Public Charter Schools) and all Speech Language Pathologists will receive new IBM laptops (on a 3 year lease cycle) in the upcoming 2004-2005 school year. The laptops will be systematically deployed so all users will receive orientation and training on the features and proper use of these computers.

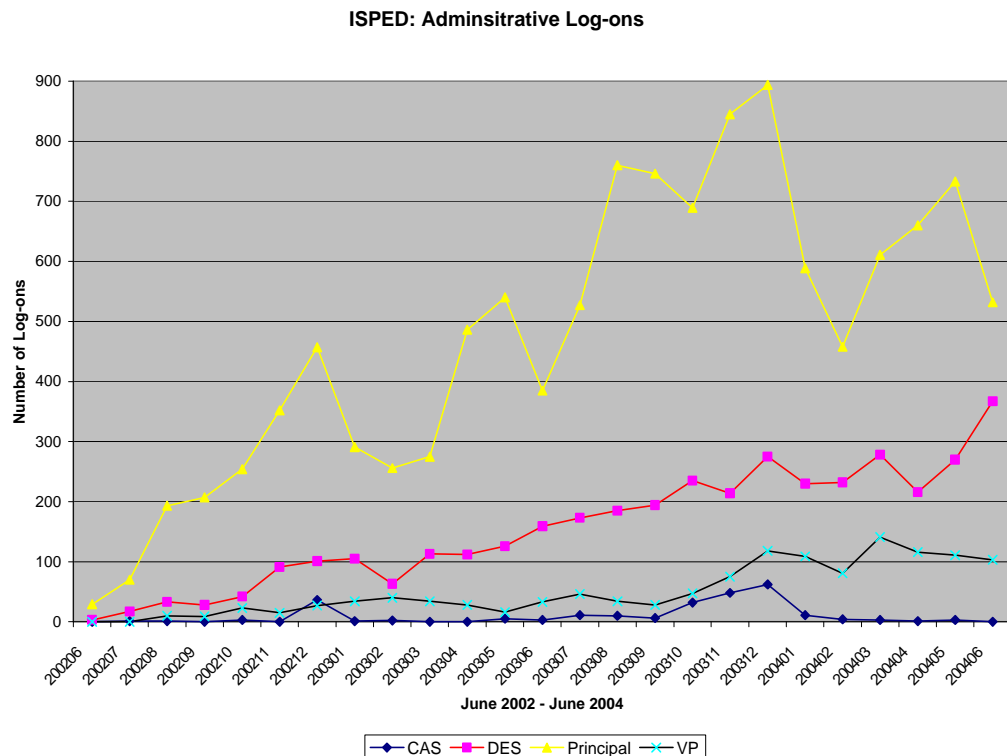


*Infrastructure Goal #8: ISPED will provide reports to assist in management tasks.*

The increased administrative need for timely and accurate information is very evident in the ISPED reports. At this time, there are 87 reports available to teachers and administrative staff. During this quarter many reports were reviewed to ensure that school specific information was easily obtained and understood by a wide variety of new users. Report formats have been revised to ease the transfer of information to the Web Site posting school specific information.

*Infrastructure Goal #9: School, district, and state level administrators will use ISPED.*

ISPED provides DOE administrators 87 real time reports designed to assist in measuring system performance at the school, complex, and state levels, as well as provide data for resource allocation. The Department began tracking administrator “log-ons” to ISPED as broad indicators of both the utility of the reports as well as administrative behavior regarding the use of data in proactive management.



As can be seen in the table below there has been a precipitous drop in the number of CASs using ISPED. A full investigation regarding the reason and the possible impact on system performance is currently underway. The continued increase in DES use of ISPED is a possible indicator that responsibility for system performance monitoring has been transferred to district staff. Nonetheless, use of ISPED for administrative purposes continues to expand.

Table: Administrative "Log-ons" to ISPED

	6/02	6/03	12/03	3/04	6/04
CAS	0	3	58	3	0
DES	3	159	259	278	159
Principals	29	385	884	611	367

This data suggest that the action plans generated through the Special Education Section designed to improve overall system performance has had an impact on administrative behavior regarding the use of data in decision making and monitoring the impact of system performance activities. The Department expects to see these numbers increase as the school year continues.

*(135) The system must be able to continue to purchase the necessary services to provide for the treatment of children appropriate to the individual needs of the child*

*Infrastructure Goal #10: The Department will maintain a system of contracts to provide services not provided through employees.*

During this report period the DOE has maintained 49 contracts with 26 different private agencies to provide SBBH services, including Community-Based Instruction Programs, and ASD on an as needed basis. New contracts took effect during this report period. There are nine (9) types of contracts covering the following services: assessments, behavioral interventions, intensive services, psychiatric services, and five (5) for Community-Based Instruction (CBI) services. Listed below is the number of contracts by type of service. The Request for Proposals for contracts during the next biennium are currently being developed.

Type of Service	Number of Contracts
Assessment	10
Behavioral Intervention	11
Intensive Services	12
Psychiatric Services	8
CBI (ages 3-9)	1
CBI (ages 10-12)	2
CBI (ages 13-200)	3
CBI (gender specific)	1
CBI (ASD/SMR)	1

During SY 03-04 the Department contracted services for ASD students at an average expenditure of approximately \$2.9M per month. While the final June 2004 payments are not all accounted, the total is \$32,168,843. The present rate of expenditure is over 20% higher than the average expenditure during SY 02-03. This is due to an increased number of students with ASD requiring contracted services, now the number is 825.. This data excludes expenditures from Kauai.

Purchased contracted SBBH services during SY 03-04 totaled \$5,463,510, averaging approximately \$481,522 per month. This number does not include the \$9,495,791 expended for off campus SBBH programs.

*Infrastructure Goal #11: Administrative measures will be implemented when expenditures exceed the anticipated quarterly expenditure by 10%.*

The broad programmatic categories within EDN150 are Special Education Services, Student Support Services, Educational Assessment and Prescriptive Services, Staff Development, Administrative Services, and Felix Response Plan. EDN150 allocations for all of these groups total slightly more than \$288M dollars for SY 03-04. This represents the same amount of funding available since SY 02-03.

At the end of this quarter, June 2004, \$285,160,153 was expended. The costs were .4% over budget and attributable to increased costs in providing services to students with Autism Spectrum Disorder and Off-campus (CBI) programs for students with behavioral health needs that cannot be met on a school campus.

## Key Performance Indicators

The existence of an adequate infrastructure is not an end in and of itself. The true measure of the attainment of EDN150 program goals and objectives are in the timely and effective delivery of services and supports necessary to improve student achievement. While the measurement of student achievement lies within the purview of classroom instruction, key system performance indicators exist that provide clear evidence of the timeliness, accessibility, and appropriateness of supports and services provided through EDN150 and the responsiveness of CSSS to challenges threatening system performance.

*(136) The system must be able to monitor itself through a continuous quality management process. The process must detect performance problems at local schools, family guidance centers, and local service provider agencies. Management must demonstrate that it is able to synthesize the information regarding system performance and results achieved for students that are derived from the process and use the findings to make ongoing improvements and, when necessary, hold individuals accountable for poor performance.*

*(Revised Felix consent Decree, July 1, 2000, page 20)*

*Performance Goal #1: 90% of all eligibility evaluations will be completed within 60 days.*

Good practice and regulation require timely evaluations. A timely evaluation provides the foundation for an effective individualized education or modification program that will assist students in achieving content and performance standards. This measure identifies the timeliness with which the system provides this information to program planners.

Since June 2002, the Department has made steady progress in meeting this performance goal. During this quarter 94.2% of the 1,607 evaluations were completed within 60 days.

	6/02	3/03	12/03	6/03	3/04	6/04
Number of evaluations	1737	1329	1425	1714	1101	1607
% Completed within 60 days	92%	92%	97.5%	93.7%	95.6%	94.2%

The number of complexes able to meet the performance goal has also increased over the past 18 months. The Department met this goal in each of the three (3) months this quarter.

	6/02	12/02	3/03	12/03	3/04	6/04
Number of complexes over 90%	30	21	23	39	35	36
Percent of complexes over 90%	75%	52%	58%	97.5%	85%	86%

The Special Education Section, in cooperation with District Education Specialists, developed Action Plans in June 2003 and continues to implement the action plans to address uneven performance in this area. These action plans provide school administrators with the tools and training necessary to analyze school data, to perform timely evaluation, and to plan development for students. The action plan also identifies those schools with persistent underperformance, for targeted technical assistance in analyzing data and taking corrective actions. Twice monthly updates and analysis with school level details are provided to each CAS.

*Performance Goal #2: There will be no disruption exceeding 30 days in the delivery of educational and mental health services to students requiring such services.*

A service delivery gap is a disruption in excess of 30 days of an SBBH or ASD related service identified in an IEP or MP. A “mismatch” in service delivery (i.e., counseling services expected to be provided by an SBBH Specialist actually delivered by a school counselor) is included in this category as a service delivery gap.

Service delivery gaps occur for a variety of reasons but are due primarily because an individual related service provider (i.e., SBBH contractor) is temporarily unavailable to provide the requisite service as opposed to “wait lists” which are due to the unavailability of a program of educational services. Last school year there were only a few students for whom a program, CBI, was not available. Increased CBI capacity was developed through new contracts and the issue is resolved.

	6/02	12/02	6/03	12/03	6/04
Number of service gaps	26	25	16	6	8

With the stabilization of SBBH employees during the second semester of SY 02-03, the number of gaps has decreased. There is an average of well less than 10 gaps a month and the trend is downward. It is markedly better than the 48 gaps reported in September 2001 or the 82 in March of 2003.

Previously identified likely gap areas of: skills trainers, medication monitoring, and individual/group ongoing interventions only sporadically appear. These continue to occur in geographically isolated areas. Work with contractors has helped to alleviate these problems. The development of capacity among DOE staff augments the skills trainers' capacity among contractors and provides flexibility to meet those times of high demand. Additionally, there are regular meetings with District Autism Consulting Teachers and contractors regarding service coordination.

*Performance Goal #3: The suspension rate for students with disabilities will be less than 3.3 of the suspension rate for regular education students.*

Concern regarding the possibility of disproportionate suspension rates for students with disabilities has existed since at least the 1994 Office of Civil Rights, *Elementary and Secondary Compliance Reports*. Beginning in 2000, the Felix Consent Decree Court Monitor and Plaintiffs' Attorneys expressed concerns relative to the suspension of students with disabilities. The Felix Monitoring Office, *Suspension Study*, prepared under the direction of the Court Monitor reported findings of an in-depth study of the relative suspension rates of regular and special education students. Those findings over a four year period illustrated a wide range of suspension rates over geographic and school specific characteristics. General trends were that the overall suspension of students was decreasing but students with disabilities were more likely to be suspended.

Between 2001 and July 2003 the Department reported to the Court Monitor, Plaintiff's Attorneys, and the Court the relative increase risk rate for suspension of special education students. However, the Court Monitor questioned the applicability of using as a target the 3.3 rate reported in the Government Accounting Office (GAO) report of 2001 based on serious misconduct and a special study was conducted. Those findings are reported in the July 2003-September 2003 Quarterly Performance Report. Those findings indicated that most schools, especially elementary schools do not suspend any, or very few, students with disabilities. Wide variation of the use of suspension continued to exist across geographical areas and even within schools with similar characteristics. Subsequently, Department efforts increasingly utilize school specific action plans to address the use of suspension as a response to student misconduct.

The aggregate cumulative suspension rate for all schools at the end of SY03-04 is 3.2. It is lower than the rate of 3.4 reported for the two (2) previous quarters. Comparatively, in June 2003 the aggregate cumulative suspension rate was 3.2. The data does indicate that school specific interventions are continuing to lower the rate of suspensions for all students although special education suspensions continue to be more frequent. The following table portrays the aggregate cumulative suspension for all schools under this format.

	2001-2002	2002-2003	2003-2004
<b>Regular Education</b>			
Enrollment	160,494	163,309	170,283
Suspensions	13,358	10,106	9,338
Percent per 100	8.3	6.19	5.48
<b>Special Education</b>			
Enrollment	23,428	24,050	23,480*
Suspensions	6,627	4,376	4,241
Percent per 100	28.3	18.2	17.8

\* Special education enrollment number from May 2004 was used because it more accurately represents the enrollment during the school year.

The school specific suspension data is set forth in the *Stipulation for Step-Down Plan and Termination of the Revised Consent Decree* dated April 15, 2004. This report format calls for school by school reporting of the "percentage of suspensions of regular education and special education students per hundred, ..." (page 9). It is available through the DOE website under Reports, Felix.

*Performance Goal #4: 99.9% of students eligible for services through special education or Section 504 will have no documented disagreement regarding the appropriateness of their educational program or placement.*

There are two sources of documented disagreements. One is a formal written complaint mechanism. By regulation, formal written complaints must be addressed within 60 days. The second is the Request for an Impartial Hearing. The decision by an Administrative Hearings Officer is to be issued within 45 days of the filing of a request.

#### **4th Quarter Results**

There were 11 (3 written and 8 telephone) complaints this quarter, down from 15 last quarter and 99 the 1<sup>st</sup> 2 quarters of this school year.. The Department met this goal during this quarter, as 99.9% of the students receiving services during this quarter had no documented disagreements.

#### **Complaints**

The number of formal written complaints regarding the delivery of mandated services and supports to students continues to be low although it is rising. This increase may be in response to the active complaints investigation and resolution initiatives adopted by the Special Education Section.

Number of	SY 01-02	SY 02-03	SY 03-04
Written Complaints	8	6	12
Telephone Complaints	11	58	51

The Special Education Section, Complaints Office, also receives telephone inquiries regarding the delivery of educational services and supports to students with disabilities. These inquiries do not rise to the level of a formal complaint but nonetheless provide additional information regarding the degree to which school and complex staff are effective in communicating with parents regarding the educational needs, characteristics, and subsequent educational program decisions for students.

#### **Requests for Impartial Hearings**

The number of requests for impartial hearings has been steadily increasing from 1997 to 2002, at which point it stabilized. An analysis of requests for impartial hearings and the outcomes was submitted to Court in June 2003. The Department increased facilitation and mediation resources available to schools as an initial step to assist parent and school problem solving related to the provision of specialized instruction and related services.

Month	SY 01-02	SY 02-03	SY 03-04
April	16	18	12
May	10	9	10
June	14	10	6
Total	40	37	28



The overall number of requests for hearings is somewhat smaller this school year, 169 as opposed to 174 the previous two years. A new IEP Conciliation component has been added to the contract that makes facilitation and mediation available to schools and parents.

*Performance Goal #5: The rate of students requiring SBBH, ASD, and/or Mental Health Services while on Home/Hospital Instruction will not exceed the rate of students eligible for special education and Section 504 services requiring such services.*

The number of students receiving Home/Hospital Instruction (H/HI) decreased by 13 from 199 to 189 to 176 this quarter. As can be seen in the table below the number of students and the number of students with disabilities is below that of the 4<sup>th</sup> quarter last school year. Of the 77 students with disabilities on H/HI, 19 (32%) required SBBH services. The percentage of students with disabilities in other educational arrangements with either SBBH or Mental Health in their educational plans is 32% statewide. This goal is met.

Quarter	1 <sup>4th</sup> Qtr SY 02-03	1 <sup>st</sup> Qtr SY 03-04	2 <sup>nd</sup> Qtr SY 03-04	3 <sup>rd</sup> Qtr SY03-04	4 <sup>th</sup> Qtr SY03-04
Total # students on H/HI	227	91	176	199	189
# Students with disabilities on H/HI	107	37	75	80	77
% Of students with disability on H/HI requiring SBBH or Mental Health	23%	13.5%	20%	13.7%	32%
State % of students with disabilities receiving SBBH or Mental Health	32%	32.5%	27.5%	27.8%	32%

The number of students placed in H/HI due to social or emotional needs increased by one this quarter. As can be seen in the table below, the number of students requiring H/HI due to social or emotional needs is less than in the third quarter last year.

Quarter	4 <sup>th</sup> SY 02-03	1 <sup>st</sup> SY 03-04	2 <sup>nd</sup> SY 03-04	3 <sup>rd</sup> SY03-04	4 <sup>th</sup> SY03-04
Number of Students	14	8	18	11	19

*Performance Goal #6: 100% of complexes will maintain acceptable scoring on internal monitoring reviews.*

No Internal Monitoring Reviews were conducted this quarter. Please refer to Section II, Internal Monitoring for monitoring year summary results and information.

*Performance Goal #7: 100% of the complexes will submit internal monitoring review reports in a timely manner.*

There were 9 integrated internal monitoring reviews due during this quarter. Two reports required further revisions based upon State Level feedback.

*Performance Goal #8: State Level feedback will be submitted to complexes following the submittal of internal monitoring review reports in a timely manner.*

State Level feedback was required on 18 submitted Complex Integrated Internal Monitoring and Action Plans. Feedback was submitted late to four (4) complexes. Lateness was due to the reassignment of staff and the resultant scheduling conflict for staff newly assigned to this task. This one time disruption has been solved. Site visits were arranged for the two complexes requiring resubmitted plans.

*Performance Goal # 9: "95% of all special education students will have a reading assessment prior to the revision of their IEP."*

The Stanford Diagnostic Reading Test (SDRT) is the reading assessment used prior to the annual revision of the IEP. It is recommended that the assessment be administered within 90 days of the IEP. The SDRT is a group-administered, norm-referenced multiple-choice test that assesses vocabulary, comprehension, and scanning skills. The SDRT is not, nor is it intended to be, an adequate measure for a complete understanding of the student's PLEP. This is because, although diagnostic, the SDRT also falls into the category of summative assessments. A summative assessment is generally a measure of achievement or failure relative to a program or grade level of study.

Students exempted from the SDRT may need alternative (not alternate -- that refers to the state high stakes testing), formative assessments to guide instruction. This might be any combination of teacher observation, a one-on-one reading conference, the Brigance, etc.

The compliance rate is markedly improved over last school year, but still falls short of the Department's goal.

Reading Assessment Completion Rates

	Oct	Nov	Dec	Jan	Feb	March	April	May	June
SY 02-03	62%	64%	61%	58%	57%	57%	69%	65%	70%
SY 03-04	84%	86%	84%	84%	85%	85%	86%	86%	73%
Increase	22%	22%	23%	26%	28%	28%	17%	21%	3%

The Special Education Section action plan addresses the completion rate of SDRT administration prior to IEP team meetings. Additional training is targeted to schools to ensure that responsible school staffs are familiar with the SDRT and the use of SDRT data in IEP development. Additionally, the SDRT completion rates are one of the performance goals targeted for state level monitoring and targeted assistance to complex staff engaged in supporting identified schools in need of improvement. New ISPED reports now contain SDRT completion rates available at the state, district, complex, and school level. These reports, when combined with reports identifying IEPs that are scheduled for annual review, monitored by State Special Education staff have led to an increase in the degree of compliance with this important performance measure but further school level attention is required to meet this goal.

*Performance Goal# 10: 95% of all special education teachers will be trained in specific reading strategies.*

This target has been met and continues to be met as all but 6 newly hired special education teachers are currently being trained in the same curriculum as initially used. Currently the Reading Specialist is updating training material and preparing to train new special education teachers when school begins.

*Performance Goal #11: 90% of all individualized programs for special education students will contain specific reading strategies.*

To determine the degree of compliance with this expectation, Reading Resource Teachers in the Special Education Section randomly selected 10 IEPs per complex written during the month. The selected IEPs are reviewed for evidence of the inclusion of specific reading strategies.

Performance in this area dipped during the first quarter but improved during this quarter. It is likely that the combination of summer hires and new teachers contributed to decreased performance and training and corrective actions have been successful. This performance indicator is met.

Reading Strategies in IEPs	Jan	Feb	March	April	May	June
# with reading strategies	359	378	367	368	383	390
% with reading strategies	93%	93%	93%	92%	94%	95%

*Performance Goal #12: System performance for students with Autism Spectrum Disorder will not decrease.*

The Department has begun the Request for Proposal (RFP) process to solicit contracts with private agencies for services the DOE does not have the capacity to provide. The RFPs will cover Intensive Services, Therapeutic Recreation Services and Special School; the RFPs will be released in early September 2004 with an execution date of July 1, 2005. The current contracts have been extended from July 1, 2004 to June 30, 2005.

The pilot projects in Central and Windward Districts to increase the number of DOE employees providing services to students with ASD have begun with the gathering of input from the respective communities through the Community Children's Councils and/or the Quality Assurance Teams. The districts will begin with in-school services utilizing Behavioral Health Specialists and paraprofessional positions. The Special Education Section Branch has been working with the Office of Human Resources to establish position descriptions for Behavioral Health Specialist positions with a select certification in autism and paraprofessional positions with skills and knowledge in autism.

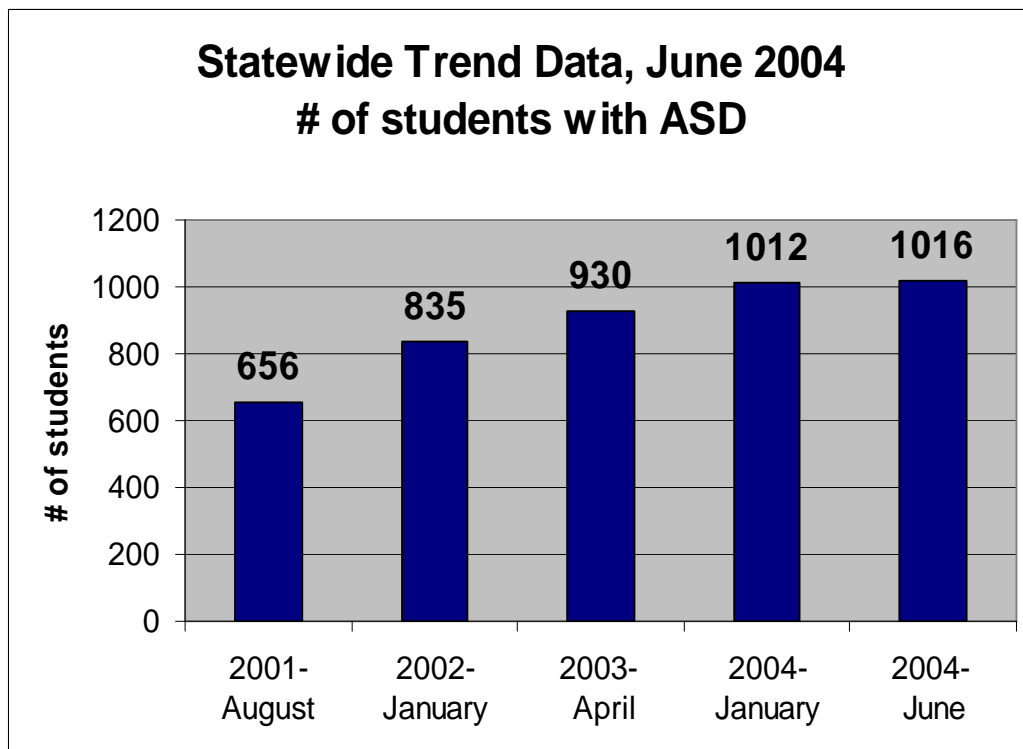
The Department uses the Internal Review process as an indicator of system performance related to students with ASD. There were no internal reviews conducted

during this quarter. Examining the internal review results from October 2002 to March 2004 and the November 2003 External Review results the data show that the department has sustained acceptable ratings across all indicators during this period of time. As the number of students with ASD has increased over the past four years (see graph), the school, complex and district level personnel working with students with ASD and their families are to be applauded for their hard work and dedication in providing an appropriate education for their students as evidenced by the internal review data.

The Department uses the Internal Review process as an indicator of system performance related to students with ASD. Please refer to the Integrated Performance Monitoring Report, April 2004, for a comparison of this information.. The data show that districts and schools have provided acceptable services across all indicators to students with ASD and their families throughout the 2003-2004 school year.

The state has continued to develop a parent training series. Topic areas such as basic knowledge of autism, current research, current educational best practices, visual supports, and behavior management at home are just a few of the fifteen areas that will be addressed. The development of this series will ensure a comprehensive and consistent message statewide. The districts continue to provide district and school based training for teachers, administrators, related service personnel and parents.

As can be seen from the table below, the number of students with ASD continues to increase.



*Performance Goal #13: The SBBH Program performance measures regarding service utilization will be met.*

The SBBH Program continues to foster the emotional health and academic growth of ALL students through an array of services and supports that are integrated throughout the levels of CSSS. Teachers, administrators, counselors, behavioral health specialists, families, psychologists and social workers sustain behavioral supports across the five CSSS levels, as appropriate. Although behavior specialists primarily provide CSSS Levels 4 and 5 services, shared responsibility and collaboration are essential in promoting positive student psychological-social development, addressing barriers to learning, and enhancing the general well-being of students, families, and school staff. Indirect, informal and structured services, as needed, are provided for the majority of students in the school, with emphasis placed on prevention, early intervention and risk reduction. These services include consultation, observation, classroom guidance instruction, functional behavioral assessments/behavior support plans, walk-in counseling, and other assistance to classroom teachers and students.

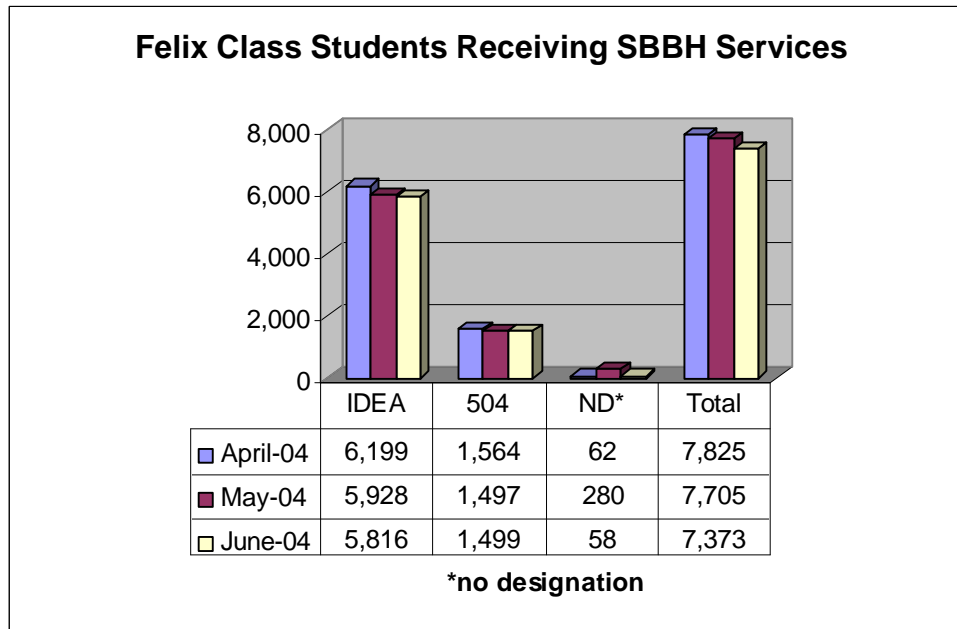
**Early Intervention Services**

In the context of the CSSS system, the array of early intervention services for Non-Felix-class students were provided by DOE personnel who also provided the services for Felix-class students (Table 3). Over 48,000 non-IDEA/504 students were provided consultation, observation, classroom guidance instruction, functional behavioral assessments/behavior support plans, walk-in counseling, and other assistance to classroom teachers and students during this past quarter. 4,388 non-disabled students were served during June which is a short school month, while 43,756 students were served during the remaining months of April and May. This reflects an average of 21,878 non-IDEA/504 students served each full month this quarter in comparison to the previous quarter's average of 15,430 non-Felix-class students per month, that were provided early intervention services. As illustrated in Table 3, the same staff providing SBBH services to Felix-Class students also reported statewide provision of 52,923 hours of early intervention SBBH services during the April through June 2004 quarter. These services included individual, classroom, and consultation supports. This is in addition to services provided by other counselors who did not serve Felix-Class students. Effort is evident in the provision of early intervention services.

<b>Table 3: Non-IDEA/504 Students Served</b>		
<b>Month</b>	<b># of Non-IDEA/504 Served</b>	<b># of Non-IDEA/504 Hours</b>
April-04	21,851	25,451
May-04	21,905	23,517
June-04	4,388	3,956
<b>State Total</b>	<b>48,144</b>	<b>52,924</b>

### IDEA/504 Students Receiving SBBH Services

As seen in the table below, of the total number of Felix-Class students, an average of 78 percent were IDEA students and an average of 20 percent were 504 students. This is consistent with last quarter's 77 percent IDEA and 20 percent 504 students and the previous quarter's average of 74 percent IDEA and 19 percent 504 students.



The number of IDEA/504 students who received SBBH services increased each month during the previous quarter and in April, then decreased in May and June of this quarter (Table 5). The average number of students who received SBBH services this quarter was 7634; last quarter's average was 7521; the October-January quarter average was 7397 students. This trend, as well as the data for increased numbers of non-disabled students accessing services, reflects an increase in awareness, identification, and utilization of School-Based Behavioral Health supports across the levels of CSSS to meet students' needs.

SBBH Students/Services APRIL-JUNE 2004						
MONTH	Total # of SBBH Students	Individual Counseling	Group Counseling	Family Counseling	Medication Management	CBI/TC/ ELC*
April	7,825	6,762 86%	1,053 13%	1,164 15%	1,108 14%	306 4%
May	7,705	6,821 89%	1,038 13%	1,193 15%	1,142 15%	298 4%
June	7,373	6,300 85%	965 13%	1,143 16%	1,102 15%	294 4%
Average	7,634	6,628 87%	1,019 13%	1,167 15%	1,117 15%	299 4%

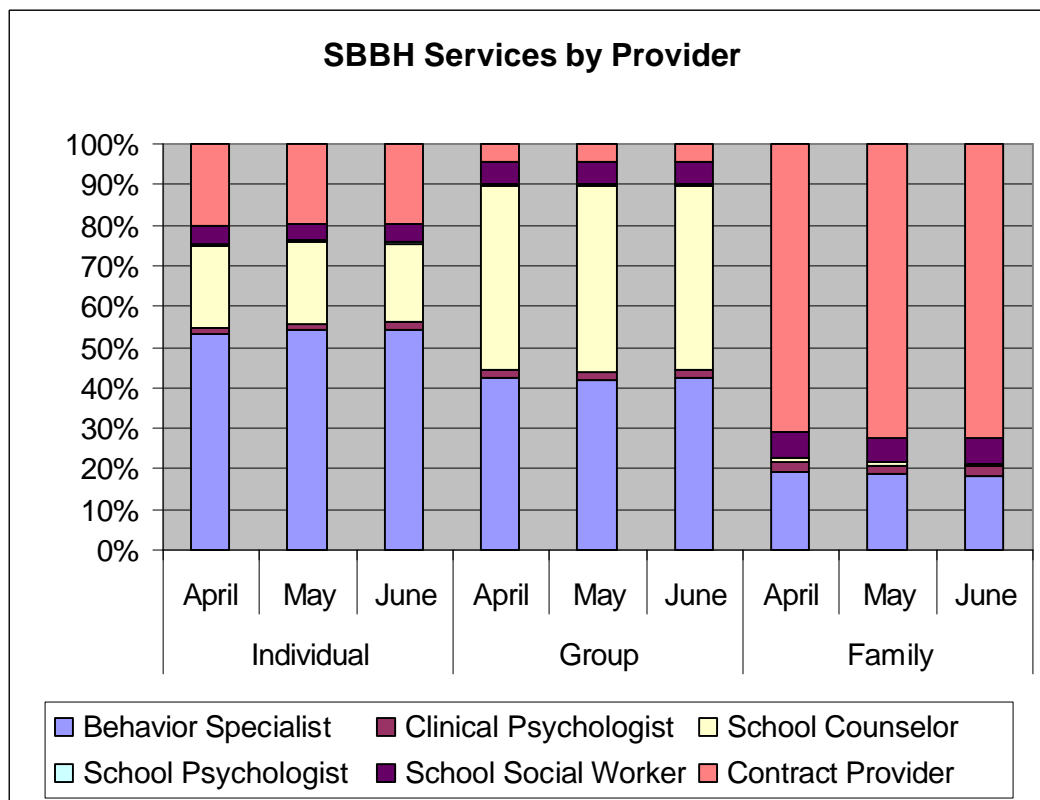


### Types of Services

As seen in the table on the previous page, individual counseling continued to be the most frequently used and on-going intervention for an average of 87 percent or 7634 students per month, which is a 2 % increase over last quarter. Group counseling was the method of intervention for 13 percent or an average of 1,019 students each month, a 1 % decrease from last quarter's average. 15% (1,117) of students received medication management which is a 2 % increase over last quarter. Family counseling was an adjunct to individual counseling for 15 percent or an average of 1,167 student/families per month. Four percent or an average of 299 students was reported in this past quarter to have received intensive DOE services. Ratios for both family counseling and intensive services were consistent with the previous quarter's data.

### Comparison of SBBH Providers

As seen in Tables 6 and 7, Department of Education staff provided most interventions with the exception of family services which were often delivered by contracted providers. DOE staff provided an average of 81 percent of the individual counseling consistent with last quarter's ratio.



Of the DOE providers, Behavior Specialists delivered 54 percent and counselors 20 percent of the individual counseling compared to last quarter's delivery of 64 percent and 25 percent of this service, respectively. Contracted providers delivered 19 percent of the individual counseling, also consistent with last quarter. DOE staff has been the primary provider of 96 percent of group services. Counselors provided an average of 46 percent while behavior specialists provided an average

of 42 percent of such group services. This was a significant shift when compared to last quarter when counselors provided 68 percent and behavior specialist provided 27 percent of group services. DOE staff provided 32 percent of family counseling services, with the balance provided by contracted providers and DOH.

SBBH Services by Provider Types (April-June 2004)									
	Individual			Group			Family		
DOE Provider *	April	May	June	April	May	June	April	May	June
Behavior Specialist	3,602	3,692	3,423	446	437	409	226	221	209
	53%	54%	54%	42%	42%	42%	19%	19%	18%
Clinical Psychologist	109	110	107	20	19	18	27	27	26
	2%	2%	2%	2%	2%	2%	2%	2%	2%
School Counselor	1,364	1,362	1,224	480	477	439	9	8	5
	20%	20%	19%	46%	46%	45%	1%	1%	0%
School Psychologist	33	38	37	4	4	2	2	5	4
	0.5%	0.6%	0.6%	0.4%	0.4%	0.2%	0.2%	0.4%	0.3%
School Social Worker	300	272	274	56	55	55	73	70	70
	4%	4%	4%	5%	5%	6%	6%	6%	6%
Total	6,762	6,821	6,300	1,053	1,038	965	1,164	1,193	1,143
DOE Provider Total *	81%	81%	82%	96%	96%	96%	31%	32%	32%
Contract Provider Total	1,354	1,347	1,235	47	46	42	827	862	829
	19%	19%	18%	4%	4%	4%	69%	68%	68%

### Focus of Services

When conducting a comparison between this quarter's and last quarter's data on the focus of services for SBBH students results were generally similar. Approximately, 17% of students required services related to Attention/Organizational skills, 39% Emotional/Coping skills, 23% Cooperation/Compliance skills, and 21% Social Skills. These percentages have been consistent with a fluctuation of a few percent, reflecting expected stability. Students whose primary focus is the development of emotional/coping skills have consistently comprised the largest group, approximately 39%.

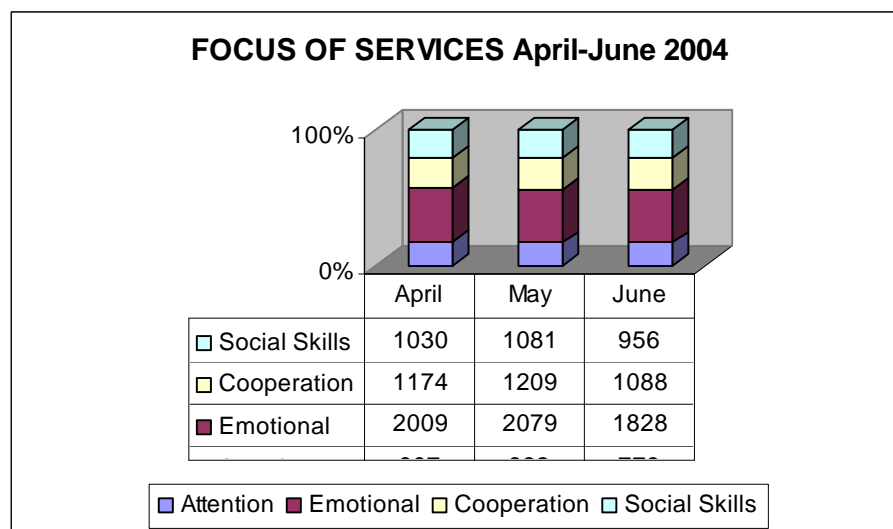
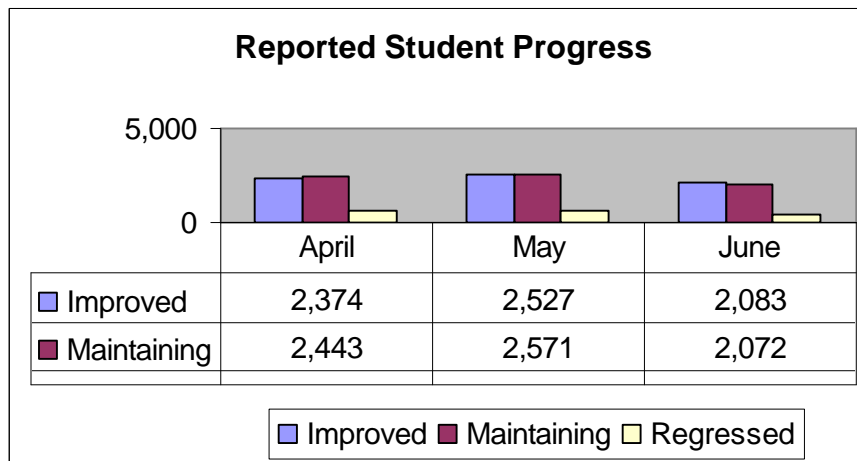


Table 9

FOCUS OF SERVICES								
MONTH	Social Skills		Cooperation		Emotional		Attention	
April-04	1030	20%	1174	23%	2009	39%	907	18%
May-04	1081	21%	1209	23%	2079	40%	882	17%
June-04	956	21%	1088	23%	1828	39%	778	17%

### Reported Student Progress

Staff also reported student progress (Table 10) for 5404 students in April, 5702 in May, and 4560 students in June. Numbers reported have increased approximately 5% over the number reported last quarter. However, ratios remained consistent with the previous quarters. 90 percent of the students were reported as maintaining or improving, in contrast to 10% who were regressing. Although these numbers represented an average of 68 percent of the student population who receive SBBH services, they were, nonetheless, positive indicators that the majority of students were maintaining or making progress.



### New and Exiting SBBH Students

In tracking students new to SBBH and those who exited from SBBH services (Table 11), sub-categories were noted. The data log differentiated between those students who were new to SBBH services (New) from those who already were receiving SBBH services but new to a provider or school (Transferred In). Students who exited from SBBH were categorized as those who had achieved their goals versus those who moved or terminated the service.

Per data presented in Table 11, 622 students were new to SBBH this quarter in comparison to 724 new in the January-March and 511 new in the October-December quarters. More students exited the program than entered in contrast to last quarter. 694 students this quarter graduated and/or met their goals and exited from SBBH, while 350 and 358 students met goals in the previous two quarters (October - December and January - March) indicating a measure of program success.

This information is important to consider when looking at statewide totals that may

appear to be static. While the statewide totals may appear to be similar from month to month, data reflects much movement of students into, between, and out of the schools. This means that SBBH staff are continually challenged with developing relationships with new students and parents, understanding students' needs, plans and services, as well as, transitioning students into, between, and out of the schools. Data reflects that the system is fluid, not static, as new students are identified as needing services and others exit due to meeting goals and attaining success.

#### Students Entering and Exiting SBBH Services

MONTH	Entering		Exit		
	New	Transferred in	Met Goals	Moved, etc.	Parent Declined
April	247	156	151	197	46
May	217	134	185	153	45
June	158	96	358	153	52
subtotal	622	386	694	503	143
<b>QTR Total</b>	<b>1,008</b>		<b>1,340</b>		

#### *Performance Goal # 14:*

##### **Background**

The School-Based Behavioral Health (SBBH) program was implemented in the Department in July of 2001. Since the onset, it has been important to provide an objective measure of students progress toward amelioration of their SBBH needs, and by implication, a measurement of the effectiveness of services provided to them by the program.

The Achenbach System of Empirically Based Assessment (ASEBA), a clinically based rating scale, was selected to serve as the baseline and follow-up measure of initial SBBH status as well as changes over time. The ASEBA's validity for identification of diverse aspects of adaptive and maladaptive functioning is well established in the professional community.

Accordingly, in May 2003, the DOE administered the ASEBA to a randomly selected sample (10%) of the overall SBBH population then receiving services. The initial sample group consisted of 715 students representing all DOE grade levels across the state. The plan was to retest the same sample group every six months using the ASEBA. In November 2003 and May 2004 follow-up ASEBA ratings took place.

#### *Performance Goal :#14*

*a) 60% of a sample of students receiving SBBH services will show improvement in functioning on the Teacher Report form of the Achenbach.*

As occurred in the November 2003 retest, the original ASEBA sample of 715 students continues to decline in size. The useable sample for May 2004 is now 381, down 334 from the original sample. The sample has declined for such reasons as students meeting SBBH goals and exiting, graduations, out-of-state moves, drop-outs or other reasons.

Districts are tasked with tracking students of the original sample to either identify reasons why the student is not available for testing, or, when possible, to forward an ASEBA rating protocol to the student's new DOE school for testing there, followed by the return of the protocol to the original district for scoring. These efforts have prevented an even greater reduction of the sample.

Results of May 2004 tracking found 94 unavailable students. Of these, 32 are reported as having exited from SBBH services due to having met goals and thus no longer needing this service, or have graduated from high school. Smaller numbers have moved out of state or transferred to DOH for services. Related information on the number of the SBBH population as a whole who have met goals may be found in Table 11, Students Entering and Exiting SBBH Services. Note increased numbers in June due to graduations.

The graduates and students exited from the program by IEP or MP decisions as no longer requiring services and by definition are students showing improvement and were counted as such. In total, 244 students of the 413 students (or 59.1%), for whom a “progress determination” was possible, showed improvement when compared to the baseline rating taken twelve months earlier.

Performance Goal #14a is within 0.9% of having been met according to results of the May 2004 ASEBA retest. This represents attained levels of functioning student performance for a randomly selected group of students.

In connection with the above shortfall of actual vs. goal results, it has been learned that research outcomes involving the ASEBA find that the instrument's greatest sensitivity, or ability to discriminate between different levels of adaptive and maladaptive functioning, occurs with students functioning at the extremes. That is, the ASEBA is most efficient when evaluating the precise levels of functioning for severely involved students, and also for minimally involved students. Research has found that the ASEBA discriminates least effectively for students who possess mid-range concerns. For the DOE SBBH May 2003 and May 2004 samples, approximately 55% of all students sampled are in the middle range of concern intensity. Changes in functioning within this population are measured by this instrument with reduced precision, which undoubtedly impacted the results being reported, albeit to an unknown extent.

The DOE recognizes the existence of the two issues cited above relative to Performance goal # 14a. The erosion of the sample group is a concern. A commitment has been made by SBBH to remedy this by substituting another random, scientifically selected group of adequate size with improved efforts to track this population at each six month retest.

In addition, reinitializing the sample group is an opportunity to replace the ASEBA with another rating instrument which has been shown by research to be able to meet the purposes of Performance goal #14, and which will provide greater diagnostic usefulness in the school setting. Like the current instrument, the Behavior Assessment System for Children (BASC) is a general purpose instrument designed to quantify mental health needs and behavioral functioning of the school ages population. It has been carefully designed and normed, has high professional acceptance and is widely used with this age group, particularly within the school setting. Benefits expected include more usability by

IEP and MP teams for eligibility decisions and much greater usefulness for development of behavior support plans. In addition, rater compliance is expected to improve, reducing the number of unscorable protocols currently seen, an important factor in maintaining the integrity of the sample population.

*b) Student functioning as described on the Achenbach TRF scores on students selected for Internal Reviews v equivalent to those of a national sample.*

There were no internal reviews conducted this quarter so there is not data to report for this quarter.

*Performance Goal #15: System performance for students receiving SBBH services will not decrease.*

SBBH leadership stabilized during this final quarter of the year. In June, via the statewide recruitment and hiring process, the state level SBBH Educational Specialist position was filled by the temporary appointee who had been serving in that capacity since November 2003. This offered greater stability and continuity in the focus and direction of the SBBH program. In addition, intensive efforts resulted in the recruitment and hiring of a well-qualified and experienced PHD level School Psychologist at the state level. Both the Psychologist and Specialist were recruited from within the Department of Education and have extensive background in administration, staff development, as well as, educational, clinical, and diagnostic experience. Leadership and expertise that are culturally sensitive and responsive to local nuances, communities, interagency operations and practices are essential in networking, collaboration and system sustainability.

The state level School Psychologist has been functioning in this position three-quarter of his time since May 1 and will be full-time as of August 2004. Since May, the state School Psychologist has focused on planning an integrated and continuous statewide professional development across role groups, meeting with and providing support for the psychologists in the districts, and collaborating with CAMHD, SPIN, parent groups, as well as with other branches and programs within DOE.

Although many professional development activities have been occurring at the district level based on administrator perception of staff needs and staff input, it was critical to assure that the topics selected were meeting the needs of all SBBH staff. To identify training needs in a systematic fashion, the state School Psychologist developed and administered a needs survey to all SBBH staff; 170 surveys were returned. Participants were instructed to identify their top five training needs from a list of fifty-five topics.

The five topics selected most frequently on the SBBH Training Survey were “Interventions that Work for Disruptive Behaviors (including teaching self-control skills and defusing violent behavior)” (79); “Evidenced Based Practices (Identification of interventions that have documented significant effects)” (55); “Systematic Implementation and Monitoring of Behavioral Interventions” (55); “Developing Behavioral Goals and Objectives that are Aligned with Best Practice” (55); and “Higher level in-class behavior management” (44). These selections suggested that respondents want to learn more about interventions that are going to be effective, and they want to be able to monitor to assure that these interventions are effective for the students they serve. They were particularly looking for methods that will be effective with students who demonstrate disruptive behaviors in the classroom.

Other training topics in the top ten included “Oppositional Defiant Disorder (ODD): Early



Intervention and Best Practices” (38); “Play Therapy” (34); “Culturally Competent Services in the Schools” (28) “Teaching Children Interpersonal and Conflict Resolution Skills” (26); and “Clinical Supervision: Models and Techniques” (23). Other popular topics, which were close in popularity included “Cognitive Behavior Therapy: Intermediate (For those who attended previous training, but don’t claim to be an expert)” (22); Cognitive Behavior Therapy: Advanced (For those who already attended several trainings) (22); Group Counseling (22); and Functional Behavioral Assessment/Behavioral Support Plan (FBA/BSP): Advanced (22). These are reflected in the table below. When a separate analysis was performed for each district, few unique needs were identified. The top five selections for each district were included within the top ten topics state wide.

### **Sharing or Expertise and Workshops across Districts**

Based on the belief that the performance of each district will be enhanced if we share our resources, two new processes were planned in June, with implementation beginning in July.

Information regarding SBBH staff’s expertise was solicited in the training needs survey and matched with district training needs. This led a Behavioral Specialist from Windward District to provide a workshop titled “Minority Identity Development” for Leeward District on July 15, 2004. This training was a significant step toward the goal of encouraging staff from each district to share their professional expertise with each other.

On July 13, 2004, a workshop titled “Crisis Response Training” that was sponsored by Windward District was made available to the other districts on Oahu as a beginning effort to develop more open invitations for other districts to attend workshops. The state SBBH office requested information about of all training being provided by each district along with the number of attendees from other districts that can be accommodated. Currently, this information is being compiled and forwarded to the other districts. During the next quarter, the SBBH office plans to develop a comprehensive calendar of training events which will be made available to all districts on the DOE website.

### **State-wide Training**

1) A workshop on the Kaufman Assessment Battery for Children-II (KABC-II) and Kaufman Test of Educational Achievement (KTEA-II) will be provided by Dr. Mark Daniel on July 28, 2004. The KABC II presentation, which will be in the morning, is designed for Clinical Psychologists, School Psychologists and Psychological Examiners. The KTEA-II, which will be offered in the afternoon, is designed for all psychologists and Student Service Coordinators.

2) The Behavior Assessment Scale for Children-2 (BASC-2) training will be presented by Dr. Cecil Reynolds on August 2, 2004, who is co-author of this scale and world renowned for his research and training. The content of this workshop includes administration, scoring, interpretation of findings and using the results to write behaviorally specific and measurable goals for Behavior Support Plans. 200 participants are anticipated to attend this conference with an additional 100 professionals participating via teleconferencing. The attendees will include clinical psychologists, school psychologists, behavioral specialists, social workers, counselors and others who provide direct behavioral health services.

3) Greg Llewellyn, who provided FBA/BSP training three years ago, will be returning to

Hawaii August 9-13, 2004 to present a workshop titled “Design and Monitoring Progress of Behavior Support Plans.” This training will be offered on Oahu, Hawaii, Kauai and Maui with a total projected attendance of over 400 professionals. This workshop will be attended by clinical psychologists, school psychologists, behavioral specialists, social workers, counselors and others who may lead or participate in the process.

The topic of Design and Monitoring Progress of Behavior Support Plans tied for 12<sup>th</sup> place on the survey and combines several of the training areas identified in the top ten on the SBBH Training Survey. Feedback from the survey requested a stronger emphasis on development of the Behavioral Support Plan (BSP), which will occur. “Developing Behavioral Goals and Objectives that are Aligned with Best Practice” which tied for the second most requested topic is essential for writing an effective BSP and will be integrated into Dr. Llewellyn’s presentation. The other second place topic, “Systematic Implementation and Monitoring of Behavioral Interventions,” is also being included in the workshop. These methods are needed to guide revisions to the BSP.

Plans to go beyond the one-day presentation include follow-up sessions at the district and complex levels. Through a minimum of two focused sessions during the school year on each topic, participants will be assisted and supported as they apply methods, strategies, and processes offered at the larger workshop.

### **System of Support for Psychologists**

In order to become more aware of the needs and concerns of psychologists, the newly hired state School Psychologist and the SBBH Educational Specialist began to meet with the clinical and school psychologists from each district at their regularly scheduled meetings. To institute a system of ongoing support for the psychologists who provide professional development and supervision to SBBH staff, monthly state-wide meetings with representative district psychologists will begin in September 2004. Videoconferencing will also be used for these meetings to maximize participation for psychologists from other islands that cannot afford to send all representatives. Additionally, the state school psychologist has been consulted on a variety of professional issues. The sharing of ideas and concerns is important to avoid isolation and to assist in improving retention of staff through the support provided.

### **District-level Training**

At the district level, significant training of school and complex staff has continued in order to maintain the delivery of quality services to students requiring SBBH services. 65 formal training sessions on topics including Chapter 56, Chapter 53/504, Confidentiality/Substance Abuse, Missed Sessions, ISPED, FBA/BSP, Cognitive Behavior Therapy, Provision of Intensive Instructional Services-Autism, ISPED Reports and Visit Logs, Engagement Skills, Intensive Case Management, Coordinated Services Planning, Writing Goals and Objectives, Quest Standards, Intensive Instructional Services Contract, Coordinated Services Plans, Selective Mutism, General Dynamics of Child Sexual Abuse, Discrete Trial Training/ABA, Visual Supports/Social Stories, Services from DVR & Developmental Disabilities Group, Youth with Sexualized Behavior, Writing User Friendly Reports, Working with Families, School Disaster Response, Eligibility issues, Enhanced Classroom Process, Parenting, ADHD CR management, Emotional Disturbance vs. Social Maladjustment, Dyslexia: Fact or Fiction, ADHD Strategies, Woodcock-Johnson 3 for Cognitive Assessment, Crisis

Prevention and Intervention/Nonviolent Crisis Intervention, Classroom Strategies for the Hard to Handle Student, Children with ADHD: What Parents and School Teams need to know about medication, Understanding Learning Disabilities, How to Engage Families in Our Schools and Communities, Assessing & Treating Childhood Trauma, City & County Human Services, Inclusion A to Z, Reactive Attachment Disorder, Manchusen By Proxy, Neuropsychology, Red Cross Disaster Training, and Positive Behavior Support Training were provided to 2105 DOE staff during April through June 2004. In every district, multiple role groups attended trainings and completed standardized evaluations of the presentation, content, process and applicability of the sessions. Quality measures averaged 4.5 on a 5-point scale, indicating high consumer satisfaction and utility.

In addition to the subject-focused group training sessions, SBBH school level staff received ongoing professional supervision. District level School Psychologists, Clinical Psychologists, Program Managers and some Complex level School Psychologists monitored the application of training into service delivery through supervision, consultation, and one-on-one assistance as needed. Many also provided direct services to students. Please refer to the psychologists' and SBBH supervisors' activity data below:

April-June 2004 Psychologist and SBBH Supervisory Activity Data

<b>Professional Activities</b>	<b>April Total</b>	<b>May Total</b>	<b>June Total</b>	<b>Quarterly Total</b>
<b>Consultations</b>	2,217	2,015	1,218	5,450
<b>FBA/BSPs</b>	125	92	57	274
<b>Counseling/parent training</b>	268	239	105	612
<b>Assessments</b>	276	230	171	677
<b>Observations</b>	236	136	109	481
<b>Student meetings (SST, Core, IEP/MP, Peer Review)</b>	731	674	473	1,878
<b>Non-student meetings</b>	432	358	344	1,134
<b>Court involvements</b>	9	15	5	29
<b>Data input (ISPED) sessions</b>	258	236	178	672
<b>Supervisory sessions</b>	678	573	460	1,711
<b>Providing training</b>	86	71	47	204
<b>Receiving training/Research</b>	104	109	120	333
<b>Subtotal</b>	5,420	4,748	3,287	13,455
<b>Number of Professionals</b>	<b>59</b>	<b>53</b>	<b>60</b>	

In the April-June quarter, 59-60 Psychologists and Supervisors reported that a total of 1,711 supervision and 204 training sessions were provided to staff. In addition, psychologists and program managers delivered 5,450 consultations, 612 counseling/parent training sessions, and completed 677 assessments as well as 274 FBA/BSPs. Non-supervisory level psychologists, behavioral health specialists, counselors, and social workers facilitated an additional 1,297 FBAs across the five levels of CSSS.

Month	# of FBAs
April-04	567
May-04	506
June-04	224
Totals	1,297

### **SBBH Internal Review Analysis**

Review of the 2003-2004 school year's case study data through the Internal Review process provided another broad measure of system performance. During this annual period, data was collected on system performance in 41 complexes based on system activities directly related to the student's needs and services. In a total sample of 450 students, 302 students were identified to be in need of educational and behavioral health services. Information collected through the Internal Review process utilizing a standard protocol provided valuable insight for program evaluation of the statewide system.

The following table provides information based on the percentage of 302 sample students who received SBBH services. It provides a comparison with the previous sample from School Year 02-03. Based on these results, percentages increased in all of the four broad categories of the system performance indicators and in 18 of the 21 subcategories in 2003-2004. Greatest improvements were noted in the areas of Contingency Planning (17%), Urgent Response (13%), Adequate Service Intensity (12%), Functional Assessments (10%), Long Term Guiding View (10%), as compared to the cumulative scores for 2002-2003. Both Parent Satisfaction and Problem Solving maintained the same comparative percentages, 93% and 85%, respectively, while there was a slight decrease (3%) in Academic Achievement for the 03-04 SBBH sample. Overall System Performance measured a 5% increase in year 03-04 over year 02-03.

Similarly, in comparing the data collected on the SBBH and non-SBBH samples during this past (2003-2004) school year, it was notable that all but two indicators obtained an acceptable percentage. In the SBBH sample, Academic Achievement (83%) and Problem Solving (85%) indicated need for improvement. However, the SBBH sample had a higher acceptable percentage in 11 of 19 indicators of system performance and in three of the four broader categories of Planning Services (90%), Implementing Services (94%), and Results (91%) than the non-SBBH sample. Parent Satisfaction was greater for the SBBH sample (93%) as compared to the non-SBBH sample (85%). Overall System Performance was acceptable for both with a slightly greater percent of the SBBH sample of 302 students (93%) than the sample of 148 students (91%) who were not identified as needing SBBH services. Both groups reflected an overall 3-5% gain in acceptable System Performance when compared with 2002-2003's 88% sample of students, indicating a positive trend. Please refer to the table on the following page.

INDICATORS OF CURRENT SYSTEM PERFORMANCE	Percentage Obtaining an Acceptable System Performance			
	SBBH ONLY		NON SBBH	
	School Year 2002-03	School Year 2003-2004	comparison 2003-2004	
			Change	
<b>Understanding the Situation</b>	<b>88%</b>	<b>93%</b>	<b>5</b>	<b>97%</b>
Child/Family Participation	93%	95%	2	97%
Functioning Service Team	90%	92%	2	93%
Focal Concerns Identified	84%	89%	5	92%
Functional Assessments	80%	90%	10	95%
<b>Planning Services</b>	<b>83%</b>	<b>90%</b>	<b>7</b>	<b>91%</b>
Focal Concerns Addressed	88%	89%	1	90%
Long Term Guiding View	75%	85%	10	91%
Unity of Effort Across Agencies/Team	78%	86%	8	89%
Individual Design/Good Fit	89%	92%	3	94%
Contingency Plan (Safety/Health)	77%	94%	17	90%
<b>Implementing Services</b>	<b>89%</b>	<b>94%</b>	<b>5</b>	<b>94%</b>
Resource Availability for Implementation	92%	93%	1	93%
Timely Implementation	87%	92%	5	91%
Adequate Service Intensity	78%	90%	12	90%
Coordination of Services	85%	90%	5	90%
Caregiver Supports	91%	96%	5	96%
Urgent Response	81%	94%	13	91%
<b>Results</b>	<b>90%</b>	<b>91%</b>	<b>1</b>	<b>91%</b>
Focal Situation Change	88%	89%	1	89%
Academic Achievement	86%	83%	-3	90%
Risk Reduction	90%	91%	1	93%
Successful Transitions	90%	91%	1	97%
Parent Satisfaction	93%	93%	0	96%
Problem Solving	85%	85%	0	87%
<b>OVERALL PERFORMANCE</b>	<b>88%</b>	<b>93%</b>	<b>5</b>	<b>94%</b>

## Summary

The Department of Education has set high expectations regarding infrastructure and performance goals. Ongoing measurement of performance related to the goals indicate that over the past 18 months the Department has not only maintained infrastructure and performance, but strengthened existing infrastructure and improved performance.

The Department meets or exceeds infrastructure expectations in the following areas:

- Qualified personnel, special education teachers and SBBH professionals,
- Capacity to contract for necessary services not provided through employees,
- Adequate funding to provide a comprehensive system of care for students

- requiring such services to benefit from educational opportunities, and
- Integrated data management information to adequately inform administrative decisions necessary to provide timely and appropriate services.

Only the attainment of infrastructure goal related to hired EAs remain elusive.

Performance Measures reveal improvement in all areas. The following Performance Measures were met or exceeded:

- Timely evaluation and program plan development
- Service delivery gaps
- ISPED utilization
- ISPED reports for management
- Availability of contracts to provide services
- Administrative action to assure adequate funding
- Use of Home/Hospital Instruction
- Training in reading strategies
- Quality of services to students with ASD
- Quality and availability of SBBH services
- Internal Monitoring Activities
- Reading Strategies in IEPs

While performance is high and improving in these areas, the Department performance goal in the area of Reading Assessments was not met. Similarly, while progress in reducing the ratio of suspensions for regular education and special education students and the overall number of requests for impartial hearings has been made the net results are still less than desired.

Overall, in this reporting period the Department has continued to sustain a level of infrastructure and system performance consistent with or better than a year ago and even last quarter. Corrective actions directed at state, complex, and school level, based on data and analysis are leading to improvements not just at the complex level but within specifically identified schools. The data in this section provides further evidence of the commitment within the Department at all levels to maintain and improve the delivery of educational and behavioral/mental health services to students in need of those services beyond that required by federal statute and court orders.

The Department expects that ongoing system performance assessments, subsequent training, and the posting of school by school performance indicators will not only maintain this level of performance but will improve system performance to high levels in all schools.